

## Lower primary unit

### Sharing personal information



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## Sharing personal information

### Before you start

This unit is designed for students aged 5–7 years.

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the ‘What are students doing online?’ section at [www.cybersmart.gov.au/schools.aspx](http://www.cybersmart.gov.au/schools.aspx).

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

### Teacher background information

Children are engaging in various online activities from a very early age. It is not unusual for online environments to request personal information to set up accounts, register for sites, buy membership etc. Children often have trouble in assessing which pieces of personal information can be freely supplied and which should be kept private. Children need support from trusted adults when accessing online content in order to ensure that they are kept safe and personal information remains private.

Activities in this unit are designed to build a foundation for further exploration of cybersafety. They are written for students in Year 2, but may also be suitable for students in earlier years, depending on their knowledge and maturity level.

### Unit overview and objectives

This unit aims to help students to:

- identify what personal information is
- understand why it is important to protect personal information
- understand that personal information must only be shared appropriately and safely with trusted people.

By the end of this unit, students will be able to:

- identify their personal information
- recognise the types of information that are safe to share

- list the trusted people they can share information with
- explain how the Internet can be used to communicate with others.

### Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises six activities, each designed to take one lesson of approximately 45 minutes.

### Required resources

- A5 paper
- Drawing utensils
- Magazines
- KidPix
- ‘Who am I?’ booklets (see activity 1)
- A4 paper
- Worksheets 1–2
- ‘Types of people’ and ‘Types of information’ card templates (located with worksheets)
- Laminating equipment (optional)
- Two boxes (see activity 4)
- Butcher’s paper
- Interactive whiteboard (or several computers) with Internet access
- Examples of email programs or online games (optional—see activity 5)
- ‘Hector’s World stories’ animation at [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

### Further information

For more information, contact:

Australian Communications and Media Authority  
Cybersafety Contact Centre

Tel: 1800 880 176

Email: [cybersafety@acma.gov.au](mailto:cybersafety@acma.gov.au)

[www.cybersmart.gov.au](http://www.cybersmart.gov.au)



#### Activity 1: Who am I?—part 1

What you will need:

- A5 paper
- Drawing utensils
- Magazines
- KidPix

The teacher is to share some characteristics about themselves (without providing specific information such as birth date, address etc.) with the students. This might include talents, likes, appearance etc.

Explain to students that they are going to make a 'Who am I?' booklet. Each page of the booklet will provide a clue about who they are (e.g. 'I like chocolate' or 'I have blue eyes'). Students can use words and pictures in their booklets. Explain that the aim of the activity is to create a booklet that will not allow another student to guess who wrote it and therefore the information must not be too specific.

Depending on the capabilities of your students, the book could be created using KidPix, by drawing, or by cutting pictures out of magazines.

#### Activity 2: Who am I?—part 2

What you will need:

- 'Who am I?' booklets from activity 1
- A4 paper
- Worksheet 1: Personal information T-chart—enlarged to A3

Display the 'Who am I?' booklets (from activity 1) around the classroom. Put an A4 sheet of paper next to each booklet. Students to look at each booklet and write whom they think the author is on the A4 sheet of paper.

Collect the booklets and the A4 sheets of paper. The teacher will present the booklets, with each list of presumed authors, one at a time to the class. Were the students able to guess the author correctly from the information provided?

Discuss the following:

- How easy was it to identify the author?
- What information made it easier to identify the author?
- What information could not be used to identify the author?
- What types of information could the author have included to make it very easy to identify them?

Display an enlarged copy of worksheet 1. On one side list the pieces of information that made it easy for students to identify the author of the booklet and on the other side the pieces of information that could not be used to identify the author. Add extra types of information that might not have appeared in the booklets (e.g. full name, telephone number, address, school).

## Sharing personal information

### Activity 3: Adults I can trust

What you will need:

- 'Who am I' booklets from activity 1
- Worksheet 2: Adults I can trust
- Worksheet 1: Personal information T-chart from activity 2

Using the 'Who am I' booklets (from activity 1), ask students to reflect on what they did. Did they feel comfortable about sharing the information from their booklets with their classmates? Why or why not? If most felt comfortable sharing this information, ask students if there are any types of information they would not feel comfortable sharing.

Explain to the students that it is important for them to know the adults in their lives whom they can trust. Which adults would they feel comfortable about sharing their booklet information with? List these people on the board.

What is it about the students' relationship with these people that makes them feel comfortable about sharing information?

Students to complete worksheet 2 and share them with the class (if they feel comfortable doing so).

Revisit the T-chart (from activity 2). Explain to students that information which can be used to identify them should only be shared with people they can trust, or with others only after seeking permission from a trusted adult. Explain that it can be unsafe to share information with people they don't trust, people they are unfamiliar with, or when they are not sure why the person wants the information.

### Activity 4: What information can I share with people?

What you will need:

- Worksheet 1: Personal information T-chart from activity 2
- 'Types of people' and 'Types of information' card templates (located with worksheets)
- Laminating equipment (optional)
- Two boxes

As a class refer back to the T-chart (from activity 2) and add any more ideas.

Explain to students that they will be exploring what types of information should be shared with various people.

The types of people and information card templates will need to be prepared prior to the lesson. Print, laminate (optional) and cut out the cards and place them into two separate boxes (labels for boxes are also provided with the templates). A page of blank cards has been provided for extra ideas.

Select two students. Ask one student to take a card from the 'Types of people' box and the other student to take one from the 'Types of information' box. Students to face the rest of the class and hold the cards in front of them, so they are visible to their classmates.

Ask the class if the selected type of information should be shared with the selected person (e.g. should you share your telephone number with your friend's mother)?

Why or why not?

Repeat this process several times (selecting two different students each time) and discuss the responses.

#### Activity 5: What is the Internet and how do we use it?

What you will need:

- Butcher's paper
- Interactive whiteboard (or several computers) with Internet access (optional)
- Examples of email programs or online games (optional)
- Worksheet 1: Personal information T-chart from activity 2

Ask students 'What is the Internet?' and discuss and record their responses on butcher's paper. Ask students to share ways in which they use the Internet (if they do so at all).

Collate the answers into a class graph. Use the class graph to decide which are the most popular ways of using the Internet.

Depending on the knowledge of the students, it might be useful to visit some websites, look at an email program or play an online game with the class to explore some of the uses of the Internet.

Explain that the Internet is a system of connected/linked computer networks. It allows information to be shared and people to communicate all over the world. It includes email and the World Wide Web. Ask students if they have used the Internet to communicate with friends or family.

As a class refer back to the T-chart (from activity 2). Explain to students that quite often people put all types of personal information on the Internet for everyone to see. Students to discuss why they think people might do this. Brainstorm who might have access to any information that is put online or shared in emails. Record the ideas.

#### Activity 6: Who is accessing your personal information?

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- 'Hector's World stories' animation at [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

Ask students to reflect on what they have learnt during the previous activities about sharing personal information. Focusing on the Internet, what information do they think is safe/unsafe to put online and why?

Explain to students that they will be watching a video about a group of friends who are excited about using the Internet and visiting lots of different sites. Ask students to think about the information the characters share online.

Watch Story 1-'Details, Details' in Hector's World stories.

You will find this at [www.cybersmart.gov.au](http://www.cybersmart.gov.au) > Kids > Hector's World > Hector's World > Hector's World stories > Keeping your personal information safe > Story 1-'Details, Details'.

Answer the following questions:

- What information does Ranjeet put online?
- What was wrong with what Ranjeet was doing?
- Why did Ming think this was a bad idea?
- What advice did Kui (the whale) offer to Hector?
- What did Kui mean when she said that the information could be accessed by people who are 'not true friends'?



## Worksheet 1: Personal information T-chart

Information that might be  
used to identify us

Information that cannot be  
used to identify us

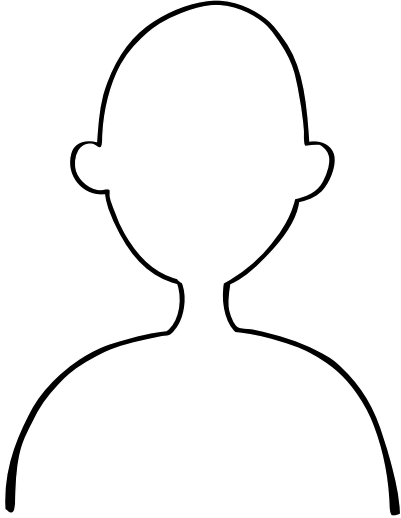
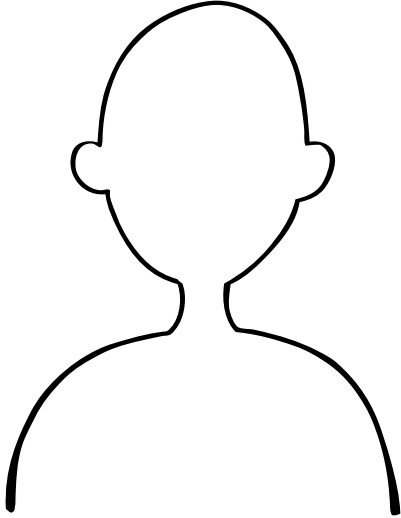
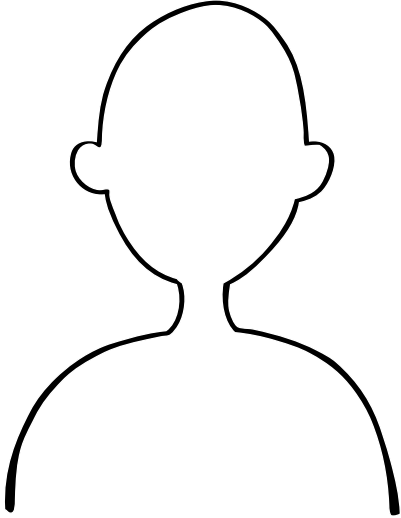
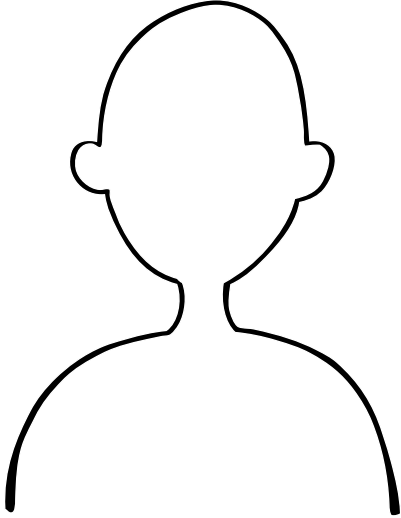
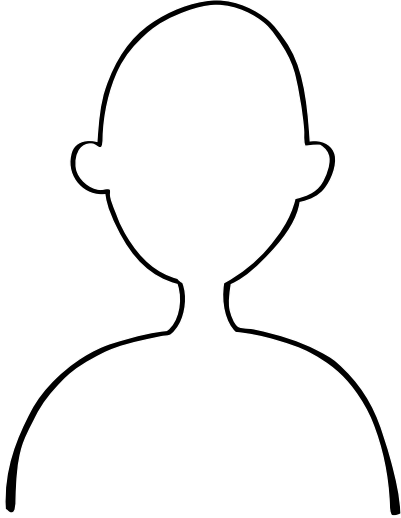
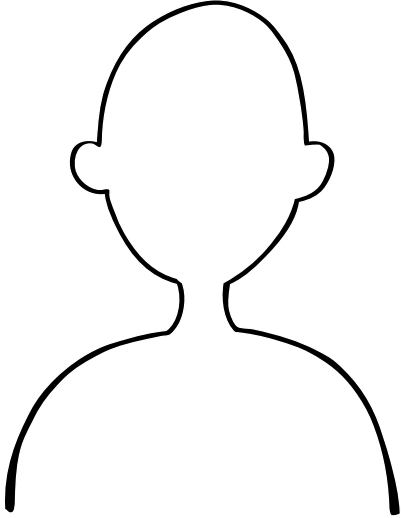
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## Worksheet 2: Adults I can trust

Name: \_\_\_\_\_

Write the names and draw the faces of some adults whom you can trust.

 _____	 _____	 _____
 _____	 _____	 _____





Types of people—cards

# Types of people

Teacher

Principal

Mum

Dad

Brother / Sister

Worker at the  
local shops

Police officer

Charity collector

Bus driver

Neighbour

Postman

Doctor



Types of information—cards

# Types of information

Full name

Address

Home phone number

Date of birth

Shoe size

Favourite food

Name of pet

Eye colour

Age

School

Sports club I play for

Mobile phone number



### Blank cards
